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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 16 titles deal with the following topics: the use of mass distribution as a method of diffusing ideas on college campuses; compliance-gaining message selection; the rhetoric of Divorced Catholics Groups and the founding of a national organization; the conceptual foundations of communication and their implications for school personnel in devising and selecting strategies for communicating with their publics; the Newspaper in Education Program in Maryland; communication behavior patterns of academic educators; verbal participation and outcomes in medical education; leadership communication style, group response, and problem solving effectiveness; communication behaviors of short-term imprisoned women; source credibility and persuasion; the effects of camera shot and witness type on jurors' responses to a videotaped deposition; attitude change from forewarning and its relationship to the listener's choice and the listener's prior attitude toward the topic; the rhetoric of collective bargaining in higher education; communication influences on selected substance abuse behavior in Mexico City; communication training of staff nurses; and the cognitive structure/cognitive response model of communication impact. (FL)

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Abstracts of the following dissertations are included in this collection:

Barr, Donald E.
THE USE OF MASS DISTRIBUTION AS A METHOD OF DIFFUSING IDEAS ON COLLEGE AND UNIVERSITY TEACHING

Boster, Franklin Joseph
AN EMPATHY MODEL OF COMPLIANCE-GAINING MESSAGE SELECTION

Brown, Gerald Lee
THE RHETORIC OF DIVORCED CATHOLICS GROUPS AND THE FOUNDING OF A NATIONAL ORGANIZATION

Cates, Ward Mitchell
AN EXAMINATION OF THE CONCEPTUAL FOUNDATIONS OF COMMUNICATION AND OF THEIR IMPLICATIONS FOR SCHOOL PERSONNEL IN DEVISING AND SELECTING STRATEGIES FOR COMMUNICATING WITH THEIR PUBLICS

Cowan, Marlene Stone
THE NEWSPAPER IN EDUCATION PROGRAM IN THE STATE OF MARYLAND: A CASE STUDY IN THE COMMUNICATION OF A STATEWIDE PROGRAM TO THE EDUCATORS OF THE STATE

Davoodifar, Hussein
COMMUNICATION BEHAVIOR PATTERNS OF ACADEMIC EDUCATORS: AN ANALYSIS OF SOME FACTORS AFFECTING INFORMATION PROCESSING

Foster, Patricia Joan
VERBAL PARTICIPATION AND OUTCOMES IN MEDICAL EDUCATION: A STUDY OF THIRD-YEAR CLINICAL DISCUSSION GROUPS

Goldman, Jane Ellen
LEADERSHIP COMMUNICATION STYLE, GROUP RESPONSE AND PROBLEM-SOLVING EFFECTIVENESS

Gross, Dellvina
A PARTICIPANT OBSERVATION STUDY OF COMMUNICATION DURING ACTIVITY OF SHORT TERM IMPRISONED WOMEN

Harmon, Robert Roy
SOURCE CREDIBILITY AND PERSUASION: A SITUATIONAL APPROACH

Kaminski, Edmund Paul
THE EFFECTS OF CAMERA SHOT AND WITNESS TYPE ON JURORS' RESPONSES TO A VIDEOTAPED DEPOSITION

Nunn, Clifford Wayne
ATTITUDE CHANGE FROM FOREWARNING - ITS RELATIONSHIP TO THE LISTENER'S CHOICE, AND THE LISTENER'S PRIOR ATTITUDE TOWARD THE TOPIC

O'Toole, Rodger Kenneth
NEGOTIATIONS BETWEEN THE COMMUNITY COLLEGE OF ALLEGHENY COUNTY AND THE AMERICAN FEDERATION OF TEACHERS LOCAL 2067: A CASE STUDY IN THE RHETORIC OF COLLECTIVE BARGAINING IN HIGHER EDUCATION

Rota, Josep
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Totusek, Patricia Hankerson Franzolino
THE DEVELOPMENT OF INSTRUCTIONAL OBJECTIVES FOR THE COMMUNICATION TRAINING OF STAFF NURSES

Toy, Daniel Robert
THE COGNITIVE STRUCTURE/COGNITIVE RESPONSE MODEL OF COMMUNICATION IMPACT: AN EXPERIMENTAL VALIDATION

THE USE OF MASS DISTRIBUTION AS A METHOD OF DIFFUSING IDEAS ON COLLEGE AND UNIVERSITY TEACHING Order No. 7913859

BARR, Donald E., Ph.D. State University of New York at Buffalo, 1979. 124pp.

It is the purpose of this investigation to expand upon currently accepted theoretical concepts of dissemination/diffusion. Further, this study describes how information on teaching improvement is disseminated via the method of mass distribution, and what impact the mass distribution of such information has.

This study evaluates a specific project that attempted to disseminate teaching improvement ideas by employing the mass distribution method. The study is a secondary analysis of portions of the data that were collected for the evaluation of the Change Magazine Teaching Improvement Project. The portion of the Change project evaluation that was employed were the results of a questionnaire that was sent to a sample of recipients of the Change Magazine Reports on Teaching. The data were used to test present diffusion theory, and to generate a potential reordering of present theory by subjecting certain questionnaire items to the Guttman scaling technique. Also, in an effort to describe what happens to mass distributed material, results of relevant questionnaire items are presented along with comparisons of how different groups used the Reports On Teaching and were affected by it.

The largest proportion of respondents to the questionnaire indicated they read the Reports, shared them, reported that some activities occurred at their institution as a result (direct or indirect) of the Reports, and reported that they found particularly interesting or useful ideas about teaching in them. The data generally support the Rogers five-step adoption process taxonomy and his four-step innovation-decision process taxonomy. A new potential reordering of present diffusion theory was generated for these data.

All three scales share considerable substantive base. The potential reordering also tends to reinforce Rogers' concept of confirmation. The potential reordering also tends to further break down the Rogers concepts and attaches specific actions to them.

From the results of the questionnaire analyses, it is apparent that some things happened as a result of the Reports that went beyond the logical expectations of a mass distribution effort--sharing, activities, change, and planned change. And, these data point out certain factors that should be taken into consideration when conducting a mass distribution effort on teaching ideas.

The major theoretical implications of the study are that, first, where teaching improvement is the subject of diffusion, the Rogers five-step process should not be discarded--especially the initial steps. It has been argued that awareness-knowledge are important factors in diffusing ideas on teaching improvement--perhaps the most important. Second, it has also been argued that where teaching improvement is concerned, diffusion theory should not emphasize adoption or adaption, but changes in behavior and attitudes irregardless of what the change is. This is so that the thrust of the diffusion be on creating knowledge or awareness and in arousing interest in the general area of improving one's own teaching.

This investigation also holds implications for mass distribution as a media in diffusing ideas on teaching improvement. First, mass distribution has potential for creating more than just awareness-knowledge. Second, if wide-spread change is desired, mass distribution should be only one method in the overall change strategy. Third, these data bear out several factors in making a mass distribution effort effective.

AN EMPATHY MODEL OF COMPLIANCE-GAINING MESSAGE SELECTION Order No. 7917678

BOSTER, Franklin Joseph, Ph.D. Michigan State University, 1978. 99pp.

In this dissertation a model of compliance-gaining message selection is presented. The model assumes that the persuader estimates the emotional reaction of the listener to the persuasive message on a continuum from positive to negative. Each persuader has a point on that continuum (ethical threshold) which the person would use and those that he would not use. If the message is more positive than the ethical threshold, then the person would use that message. If the message is more negative than the ethical threshold, then that message would be rejected.

Data from two experiments, one performed by Marwell and Schmitt and the other by Miller, Boster, Roloff, and Seibold, were found to be consistent with the model.

The question of situational differences in compliance-gaining message selection was also investigated. Again both the Marwell and Schmitt data and the Miller et al. data were examined. The primary situational determinant of compliance-gaining message selection was the beneficial nature of the situation. Persons were found to be willing to use more negative messages when they were trying to persuade the other "for his own good."

Finally, the question of individual differences in compliance-gaining message selection was examined. Christie and Geis' Machiavellianism scale was found to be multi-dimensional and only one of the dimensions, negativism, was found to correlate substantially with compliance-gaining message use. This finding was interpreted as illustrating that cynical persons are willing to use more negative messages to gain compliance than are those who are less cynical.

THE RHETORIC OF DIVORCED CATHOLICS GROUPS AND THE FOUNDING OF A NATIONAL ORGANIZATION Order No. 7923983

BROWN, Gerald Lee, Ph.D. Temple University, 1979. 426pp.

A grassroots phenomenon in the Roman Catholic Church is spreading throughout the United States and Canada at an extremely rapid pace: Divorced Catholics Groups. At a time of crisis and confusion in the Catholic Church, Divorced Catholics Groups have provided a much-needed voice for a growing and previously silent constituency in the Catholic Church and a concrete service of support and care, within the Catholic community, for hundreds of thousands of fellow separated and divorced Catholics who otherwise would have gone unhelped.

The first group emerged, in 1972, at the Paulist Center in Boston; a few dozen separated and divorced Catholics met with a sympathetic priest for mutual support and encouragement. Word of their success spread rapidly, and, today, there are over 500 Divorced Catholics Groups in the United States and Canada, representing over 250,000 separated, divorced, and remarried Catholics. In November, 1975, at a convention which drew over 500 participants to Boston's Paulist Center, forty-eight (48) group delegates voted to create the North American Conference for Separated and Divorced Catholics (NACSDC) with five general objectives: publicity, coordination, education, advocacy (within the Catholic Church), and political voice (both within and outside the Catholic Church).

This study explains, from a rhetorical perspective, the rapid growth of Divorced Catholics Groups and the emergence of the NACSDC. More specifically, it identifies, interprets, and explains the verbal symbols, both written and spoken, which led to the founding of a national organization.

The following major features characterize the study: Rhetorical Perspective. The study adopts principles and methods of "contemporary" rhetorical theory and criticism. It takes a message-centered approach to criticism, explaining the power and interrelations of symbols and symbol systems. The Cybernetic Approach to Communication Studies. The NACSDC is treated as a closed, highly complex determinate "machine"

defined by recurring symbols, communications patterns, and transformations. The NACSDC, as a symbol system, is compared and contrasted to other major symbol systems, both present and in the past, for example, the communications patterns of the Pre-Vatican II Catholic Church. Symbols and Symbolic Patterns. The study concentrates on those transformational symbols and symbolic patterns which explain most forcefully the rapid growth of the NACSDC as a significant symbol system within the contemporary Roman Catholic Church. Metaphors. More narrowly, the study examines the pivotal Interpretive and Archetypal Metaphors explaining the system's self-identity, growth, and influence. Inductive Approach to Rhetorical Criticism. The rhetorical/critical constructs, chosen as tools of analysis, reflect, as much as possible, the nature of the material itself. Participant-Observation. The critic, a Roman Catholic priest, has been privileged to work closely with the leaders of the NACSDC.

Another feature of the study is the use of Historical Analysis as a preamble to rhetorical analysis. The stages chosen for analysis, the Interpretive Metaphors ("Hope," "Reform," and "Ministry"), and the Archetypal Metaphor ("Death-to-Life") used to analyze each stage of growth grew inductively out of a process of historical analysis (the recording, organization, and explanation of relevant communication behaviors). Moreover, the scope of the study, Spring, 1972 – November, 1975, flowed from historical analysis.

Because of its size and scope and its position within a clearly defined language system, the NACSDC offers the contemporary critic multiple opportunities for testing the validity of contemporary rhetorical constructs as critical tools. It, also, provides opportunities for improving the constructs or

AN EXAMINATION OF THE CONCEPTUAL FOUNDATIONS OF COMMUNICATION AND OF THEIR IMPLICATIONS FOR SCHOOL PERSONNEL IN DEVISING AND SELECTING STRATEGIES FOR COMMUNICATING WITH THEIR PUBLICS
Order No. 7922741

CATES, Ward Mitchell, Ed.D. Duke University, 1979. 183pp. Supervisor: David V. Martin

The purposes of this study were (1) to develop a conceptual framework which would assist in organizing the writings and findings of authors and researchers who have investigated communication, (2) to use this framework to organize the writings and findings in such a way as to make apparent their interrelationships, and (3) to develop a series of communication strategies for school personnel which were based on the conceptual foundations defined by the organization of these works around the conceptual framework.

This writer examined a sizeable portion of the literature on communication paying particular attention to models of the communication process. He generalized a model of communication which incorporated the salient elements of the models examined and used this model as a base in developing a conceptual framework around which he organized the writings and research findings. He then derived twelve generalizations which represented the conceptual foundations of communication:

GENERALIZATION 1: Social and psychological factors affect the extent to which an individual can be informed or persuaded by a message.

GENERALIZATION 2: The more an encoder knows about his audience and their methods of receiving information, the more efficiently he should be able to communicate.

GENERALIZATION 3: Social influences such as reference groups and opinion leaders often filter messages, thereby influencing the amount of information which reaches an audience and sometimes changing the nature of that information.

GENERALIZATION 4: Recognizing the influences present in social structures, the encoder should include in his knowledge about his audience knowledge of the influence of opinion leaders and reference groups.

GENERALIZATION 5: Individuals who give voluntary public support to an issue are likely to increase their support of the issue and may serve as persuasive decoders for messages supporting that issue.

GENERALIZATION 6: Credibility is based on the perceptions which the audience has about the source of a message. Favorable perceptions increase the likelihood that a message will be effective at informing and persuading that audience.

GENERALIZATION 7: Knowledge of the psychological processes by which persuasion occurs may help encoders tailor more credible and persuasive messages.

GENERALIZATION 8: Physiological restraints, psychological needs, linguistic barriers, and channel limitations all influence the way in which a message is received and interpreted.

GENERALIZATION 9: Selected perceptual processes--both conscious and unconscious--determine the quantity and persuasiveness of messages which reach an audience.

GENERALIZATION 10: The extent to which linguistic and perceptual influences will affect the effectiveness of a message is related to the degree to which the audience and communicator have common experiences.

GENERALIZATION 11: Recognizing that there is an interrelationship among channel, message, and audience, communicators should determine which channels are most effective with their audiences for communicating which types of information.

GENERALIZATION 12: Feedback should help communicators determine the effectiveness of their efforts at communication by supplying information about the appropriateness of channel and code selection, and the fidelity with which the message was received.

To display the conceptual foundations of communication and as an aid in relating the derived generalizations to communication strategies, this writer developed a model of the process of communication as it operates for school communicators and other communicators operating under similar restraints. He proposed a series of five communication strategies for school personnel which were based on an understanding of the conceptual foundations of communication:

STRATEGY 1: Surveying the receivers.

STRATEGY 2: Creating audiences.

STRATEGY 3: Penetrating internal filters (perceptual, linguistic, and psychological).

STRATEGY 4: Penetrating external filters (opinion leaders and reference groups).

STRATEGY 5: Collecting feedback.

In each strategy he suggested approaches to controlling as many of the factors which influence communication as possible. He also suggested techniques for implementing each strategy.

THE NEWSPAPER IN EDUCATION PROGRAM IN THE STATE OF MARYLAND: A CASE STUDY IN THE COMMUNICATION OF A STATEWIDE PROGRAM TO THE EDUCATORS OF THE STATE
Order No. 7924029

COWAN, Marlene Stone, Ph.D. Temple University, 1978. 293pp.

Purpose of the Study

The study analyzed the communication problems faced when an industry and a few educators wish to develop an educational program to be used within school systems statewide. The Newspaper in Education Program in Maryland was utilized for a case study, analyzed were three communication problems:

(1) the communication campaign used to obtain teacher enrollment in the workshops and in-service courses in the state of Maryland.

(2) the instructional strategies utilized in training the enrollees.

(3) the relationship of definable obstacles to the success of the Newspaper in Education Program to the communication campaign, or to the instructional strategies used.

Procedures

A sample of one hundred fifty previous Newspaper in Education workshop and in-service course participants were randomly selected by the lottery method from the 1975–76 enrollment population. This sample was mailed a questionnaire which was designed

(1) to identify the previous Newspaper in Education Program trainees now using the NIE Program in their class(es).

(2) to identify previous Newspaper in Education workshop and in-service course trainees who once used the NIE Program but have since terminated its use.

(3) to identify previous Newspaper in Education Program trainees who have never used the Newspaper in Education Program in their class(es).

(4) to identify reasons for the use or nonuse of the NIE Program by these former trainees.

Summary of Results

Analysis of the communication campaign revealed the following:

(1) Based on the number of workshop and in-service enrollees the communication campaign was viewed as being successful by the NIE promoters.

(2) No other sets of receivers could be ascertained that should be receiving the communication campaign in the regular school systems, but the communication campaign should be extended to include: (A) special schools, public or private, for young mentally retarded adults and (B) public reading clinics.

(3) No additional channels of communication for transmitting the campaign were suggested by the trainees.

(4) The most effective channels of communication utilized for the campaign in order of effectiveness were: (A) newspaper advertisements, (B) NIE Brochure, (C) the state Board of Education Approved Course Listing for Re-Certification.

(5) Whether or not the Newspaper in Education Program was used in the schools was not a result of the communication campaign.

Analysis of the instructional strategies revealed the following:

(1) The NIE Program was currently being used or had recently been used by 67% of the sample returning the questionnaire. The instructional strategies were therefore judged to be relatively effective.

(2) All instruction strategies were judged to be equal in persuading the teacher to initiate the NIE Program in his/her classroom.

(3) The infrequency of use of newspapers by teachers in their classrooms was typically not related to their particular circumstances, grade or subject level taught, size of community their school served, or to their own experience, level of education, years of teaching experience, or type of NIE instruction they had received. When teachers were affected by local conditions, the size of community their school served seemed most to affect them:

A. if teachers operate in schools which serve small communities, some tend to feel that local school conditions preclude them from using newspapers when they attempt to start such programs.

B. if teachers operate in schools which serve large communities, some lack the motivation to initiate such programs. But this lack of motivation was not due to pressures within their school system or because of the nature of newspapers.

(4) School administrators were affected positively by the instructional strategies utilized in the demonstration-lectures presented by classroom teachers using the NIE Program in their classrooms. The ANPA test results also had an effect on administrators' decisions to use newspapers in the classroom.

COMMUNICATION BEHAVIOR PATTERNS OF ACADEMIC EDUCATORS: AN ANALYSIS OF SOME FACTORS AFFECTING INFORMATION PROCESSING Order No. 7924752

DAVOODIFAR, Hussein, Ph.D. University of Pittsburgh, 1979. 192pp.

Purpose of the Study

The purpose set for the study was to investigate the communication behavior of academic educators with regard to their professional activities; research, teaching, and administration. The main concern was to concentrate in seeking answers to a number of specific questions concerning the extent to which these professional activities were based on the use of channels of communications. Focus of the research centered on the basic idea to discover the relative importance of the various channels both formal and informal. Five hypotheses were tested: (1) There is no significant relationship between primary activities of respondents and their information needs. (2) There is no significant relationship between scatter of information in an area of specialization and time spent for current awareness. (3) There is no significant relationship between the amount of time spent for formal communication and the success achieved in maintaining current awareness. (4) There is no significant difference among three groups of information users (teachers, researchers, and administrators) as they become involved in various functions. (5) There is no significant difference among various information channels for various functions.

Design of the Study

A self-administered questionnaire was developed and distributed for the purpose of collecting data. The instrument concentrated on two major aspects of communications: (1) Maintaining current awareness and factors affecting this process; and (2) Information function behavior variation with regard to relative usefulness of channels in providing the needed information. Members of faculty of graduate departments of education in Pennsylvania were selected as target population. A systematic random sample was drawn from this group. The overall response was 76% (N=348). The data were analyzed by the use of Chi square and Multivariate Analysis of Variance.

Major Findings

More than 90% of educators were engaged in research. The average respondent considered 2 to 5 hours per week adequate to keep informed on current findings. Informal channels of communication (Conversation with colleagues, Conference attendance, etc.) were used slightly more (58%) than formal channels (Journals, Books, etc.) in the process of current awareness. A significant relation was found between primary activity and information need. Scatter of information was affecting both time spent for communication and success achieved in maintaining current awareness.

The multivariate analyses revealed that a variety of approaches were perceived to be useful for the achievement of different functions (finding specific answer, information for a new project, etc.) There was no significant variation among three groups across various functions, but there was a significant variation among channels of communication. It was found that different channels complement and supplement each other.

Conclusion

As the ultimate value of this research, it was concluded that certain factors influence communication behavior. Time spent for current awareness was directly affected by scatter

of information. Scatter of information should be considered an important factor in the design and development of an information system. Informal channels are important both for general awareness and other specific functions. The pattern of communication behavior that evolved in the process of different functions supports the assumption that the nature of information need influences the use of channels. Some of the recommendations arising from the study include the establishment of a Selective Dissemination of Information (SDI) system, development of Education Citation Index (ECI), and development of a system to replace some of the informal channels' functions and improve facilities for others. The above have important implications in information science providing they can be supported by replication in other fields.

VERBAL PARTICIPATION AND OUTCOMES IN MEDICAL EDUCATION: A Study of Third-Year Clinical Discussion Groups Order No. 7922011

FOSTER, Patricia Joan, Ph.D. Claremont Graduate School, 1979. 319pp.

The purpose of this exploratory study was to analyze the amount and cognitive level of the individual student's verbal participation in small groups and to relate it to measures of their entry characteristics and outcome findings. The sample consisted of 119 third year medical students who were divided into sixteen clinical discussion groups of seven to nine students each.

The input data for these 95 men and 24 women consisted of three cognitive and five affective input measures. The cognitive measures included the Medical College Admission Test (MCAT), the National Board of Medical Examiners, Part I (NBME-1), and the Watson Glaser Critical Thinking Appraisal Test A (CTA-A). Their affective entry characteristics were measured by three scales from the California Psychological Inventory (CPI): Achievement via Independence (Ai), Achievement via Conformance (Ac) and Flexibility (Fx), and two parts of the Inventory of Professional Attitudes (Continuing Education and Research).

The "process" data was obtained by observing and audiotaping 62 of the clinical discussion groups, which averaged 75 minutes each, over a twelve-week period. Each individual was clearly identified in class and on the audiotape. The amount and cognitive level of the verbal participation of the teachers and each of the 119 students was coded from the audiotapes using a modified version of the Flanders System of Interaction Analysis (FSIA) which incorporated the six cognitive levels of Bloom's taxonomy in the teacher questions and student talk categories. Reliability of the verbal participation variables was determined by the split half reliability procedure.

The cognitive outcome measures were the students' performance on the NBME-2 and the Critical Thinking Appraisal Test B (CTA-B). The affective outcome measures were the two scales of the Inventory of Professional Attitudes and a questionnaire designed to assess student satisfaction. Out of class activities were assessed by means of the Wrenn Study Habits Inventory.

The hypothesis that the amount and quality of individual student verbal participation in small groups would improve their critical thinking skills and other outcome measures was not confirmed. While the individuals' talk at higher cognitive levels was related to NBME-2 (r=0.31) and CTA-B (r=0.41), the residual in the multiple regression equations after the input variables were added was so low that the classroom verbal activity had no measurable relationship to the outcome measures.

Multiple regressions between the students' entry characteristics and their verbal participation in the clinical discussion groups showed that individual students who talked at the higher cognitive levels were those who had higher scores on the NBME-1 and the CTA-A and were more flexible as shown by the CPI Fx. There were no significant correlations between input measures and the amount of student talk at lower cognitive levels.

Bivariate product-moment correlations showed that student talk was related to teacher questions at all cognitive levels. This was particularly apparent at the higher cognitive levels of analysis, synthesis and evaluation (r=0.43). The students' scores on the Wrenn Study Habits Inventory did not relate significantly to class processes, but did relate to student satisfaction with the small groups. Students were generally satisfied with the small groups, but the few who had negative comments were those who participated infrequently.

The study showed that individual verbal participation in small groups could be measured precisely. While the amount of talk at higher cognitive levels was related to certain input and outcome measures, verbal participation did not add to student outcomes above that contributed by their entry characteristics. Teachers' questioning and support were related to the cognitive level of student verbal participation. Implications for further research and for faculty development in medical schools were suggested in the study.

LEADERSHIP COMMUNICATION STYLE, GROUP RESPONSE AND PROBLEM-SOLVING EFFECTIVENESS Order No. 7920667

GOLDMAN, Jane Ellen, Ph.D. Fordham University, 1979. 325pp. Mentor: Dr. Paul Schweitzer

This investigation sought to determine and compare the ratings of groups, leaders and observer regarding leadership communication style, group response and problem-solving effectiveness. The study also ascertained the interrelationships of observer ratings of leader communication style, on group response and problem-solving effectiveness. Leadership communication style included the dimensions of influence in planning, influence in procedure, influence in interpersonal relations, influence in creative and critical thinking and overall leadership. Group response included the dimensions of group cohesiveness, qualities of spoken group communication, the leader's interaction with group members and role actualization. Problem-solving effectiveness included the dimensions of problem-definition, solution generation, solution selection, solution evaluation, and total problem-solving effectiveness.

The subjects of this study consisted of 310 groups members comprising 32 problem-solving groups; 32 appointed group leaders; and 32 group observers at the Maxwell Air Force Base leadership training program in Montgomery, Alabama. The instruments used were the Group Leader Behavior Index (GLBI) and the Systems Analysis of Group Effects (SAGE).

The major conclusions of this study were: (1) Style A (formal), Style B (technical) and Style C (informal) were present at the Maxwell Air Force Base training program, but students generally tended toward Style B (technical); (2) Style B (technical) leaders and Style C (informal) leaders differed in their communication behaviors; (3) problem-solving groups with Style B (technical) leaders were more effective than were groups with Style C (informal) leaders; (4) leaders tended to perceive themselves as tending more toward Style B (technical); whereas observers tended to perceive leaders as tending toward Style C (informal); (5) the variables of leadership communication style are important and related leader communication behaviors as are the variables of problem-solving effectiveness; (6) the more informal (Style C) the leadership communication style, the less frequent is the leader's interaction with group members and the less is his fulfillment of his expected role; the more technical the leadership communication style (Style B) the more frequent is the leader's interaction with group members and the greater is the fulfillment of his expected role; (7) the greater the group cohesiveness, the more positive the qualities of comprehensibility, consistency, concreteness, objectivity, cooperativeness and flexibility of spoken group communication; the more frequent the leader's interaction with group members; the more positive are group members' perceptions of their own roles; the greater the use of their specialized skills and the greater the group problem-solving effectiveness; (8) the greater the group problem-solving effectiveness, the greater the leader's interaction with group members, the leader's fulfillment of his expected role,

the more positive are group members' perceptions of their own roles and their use of specialized skills.

It was recommended that in leadership training programs: Style B (technical) should be stressed as the more effective style of leadership in problem-solving work groups; that observation and evaluation of leadership communication style should be done by trained parties not directly involved in the problem-solving process; and that other factors, such as group cohesiveness, objectivity and concreteness of spoken group communication, the leader's fulfillment of his expected role and group members' use of specialized skills influence group problem-solving effectiveness.

A PARTICIPANT OBSERVATION STUDY OF COMMUNICATION DURING ACTIVITY OF SHORT TERM IMPRISONED WOMEN Order No. 7921862

GROSS, Dellvina, Ph.D. State University of New York at Buffalo, 1979. 152pp.

The purpose of this study was to observe short term female inmates of a correctional facility, a population reflective of most other inmate populations in that they were young, black, poor and urban and termed themselves "street people," in order to determine characteristics of their communication behaviors.

A language-action paradigm was used to analyze communicative acts such as self presentation, greeting and separation behaviors and decision-making processes. This paradigm, one particularly adaptive to the participant-observation methodology, consists of three hierarchically structured constructs: the context, the episode, and symbolic acts. Thirty-four three hour activity sessions were analyzed using this design; seventeen sessions were conducted within a small kitchen using cooking as the activity; the other seventeen sessions were larger activity group contexts using more varied activities.

The use of the activity served to define the situation and provided a check on verbalizations. Statements could be verified, and decisions could be supported, undermined, or sanctioned by the task performance involved. The activities provided by the researcher served as a form of reciprocity, an important concept to observe within a participant observation methodology. Provision of activities also facilitated entry since inmates and facility personnel requested these activities be continued.

Communication behaviors observed within this study could be summarized as being characteristically relational, adaptive, spontaneous, direct and oral in nature. The relational nature of communication was reflected in communication form, content and interactions. Adaptivity was observed in adjustments to new ideas, situations, materials or restrictions. Expressions of feelings especially were direct and spontaneous; the oral nature of communication was evidenced in approach to tasks, learning and to new situations.

SOURCE CREDIBILITY AND PERSUASION: A SITUATIONAL APPROACH Order No. 7917941

HARMON, Robert Roy, D.B.A. Arizona State University, 1979. 177pp.

The primary purpose of this study was to investigate the situational specificity of the relationship between source credibility and persuasion. This relation was studied in the context of a specific marketing situation. A priori, it was thought that the persuasiveness of a given source could be influenced by the consumption situation confronted by the consumer.

The marketing situation utilized in the study was the task requirement to evaluate a specific brand of home microcomputer, under conditions of anticipated lease or buy. The interaction effects of source credibility and the lease-or-buy situation were examined by means of a laboratory experiment. The experimental design was a posttest-only, 2 X 2 X 2 factorial with two levels of source credibility (high and moderate), two levels of ownership (own and not own), and two levels of the duration-of-outcomes time horizon (long and short). The major dependent variables were attitude toward the product and consumption intentions.

The lease-or-buy situation was presented to the subjects by asking them to assume the role that they were shopping for a home microcomputer, with the intention of either purchasing or leasing it, for a use period of either one or three years. The subjects were then exposed to a print advertisement that featured a product testimonial that was attributed to a high- or moderate-credibility source. Source credibility was manipulated by describing the source in a manner designed to convey the communicator's degree of trustworthiness and expertise concerning the product. After the exposure to the advertisement, the subjects were asked to complete the opinion questionnaire.

Four major hypotheses were tested in this study. These hypotheses predicted two-way interaction effects of source X ownership and source X duration of outcomes, for the attitude and intention measures. The predicted source X ownership interaction was found for the attitude measure but not for consumption intentions. The predicted source X duration of outcomes interaction did not materialize. The moderate-credibility source was more persuasive in the nonownership condition. Conversely, the high-credibility source was more effective in the ownership condition. This effect was caused by the decline in persuasiveness, of the moderate-credibility source, from the nonownership to the ownership condition. The effect of the high-credibility source did not vary appreciably between conditions. Cognitive-response theory was used to explain the results. Since initial attitudes toward the product were positive, the moderate-credibility source should be more persuasive than the high-credibility source. The less restrictive dimensions of the lease-or-buy situation, such as nonownership, should augment the persuasiveness of the moderate-credibility source. The more restrictive dimensions, such as ownership, should cause the persuasiveness of the moderate-credibility source to fall.

THE EFFECTS OF CAMERA SHOT AND WITNESS TYPE ON JURORS' RESPONSES TO A VIDEOTAPED DEPOSITION Order No. 7917725

KAMINSKI, Edmund Paul, Ph.D. Michigan State University, 1978. 119pp.

The advent of videotape in the legal system has aroused many concerns for jurists. One concern deals with the type of camera shot employed when videotaping testimony. Currently, there are few rules governing taping and presentation of testimony. Moreover, there is a paucity of research that has examined the effects of different camera shots on viewers' perceptions. The purpose of this thesis was to examine the effects of three different camera shots (close-up; medium; long) and two different witness presentational styles (strong; weak) upon jurors' responses. Specifically, the dependent measures included jurors' perceptions of the witness': (1) composure, (2) credibility, (3) authority, and (4) character. In addition, measures of the following were also obtained: (1) information retention, (2) juror interest, (3) verdict, and (4) award.

With the assistance of legal experts, a trial deposition was selected. The deposition was from a defendant who was accused of negligence in an industrial accident. The deposition, which was approximately 30 minutes in length, consisted of cross-examination by the plaintiff's attorney. It did not contain direct examination by the defendant's attorney.

Professional actors played the roles of the witness and the defense attorney. An actual attorney played the role of the plaintiff's attorney.

The type of witness manipulation consisted of the same actor playing two different roles: (1) a strong witness and (2) a weak witness. The presentational style of the strong witness was characterized as fluent, assertive, and attentive. The presentational style of the weak witness was characterized as uncertain, hesitant, fumbling, and inattentive. The actor was trained to

emit verbal and nonverbal cues derived from previous research which were found to elicit impressions of these presentational styles.

The deposition was videotaped in color. Three cameras were used simultaneously in order to achieve the three levels of camera shot. Moreover, the deposition was taped twice -- once for each witness type.

One hundred and sixty-two undergraduate students role-played jurors for this study. Subjects read a trial synopsis, which was used in order to place the deposition in context. The videotaped deposition was then shown. Following the deposition, subjects completed a questionnaire.

The results revealed significant main effects for the presentational style of the witness. Specifically, the strong witness was perceived to be significantly more composed, qualified and dynamic than the weak witness. Moreover, subjects exposed to the strong witness retained significantly more information and expressed greater interest than subjects exposed to the weak witness.

No significant main effects were obtained for camera shot. However, a few significant camera shot x witness type interactions were obtained. The strong witness was perceived significantly more authoritative in the close-up shot than in the long shot. Perceptions of the weak witness' authority did not differ significantly across camera shots. The weak witness was perceived significantly more composed in the long shot than in either the medium or close-up shots. No significant differences in the perceptions of the strong witness' composure were obtained across camera shots. Finally, subjects exposed to the weak witness retained significantly more information when presented with a long shot than with either a medium or close-up shot. Mean information retention scores did not significantly differ across camera shots for subjects exposed to the strong witness.

While significant interactions were obtained, the largest of these effects accounted for only five percent of the variance. From a practical standpoint, five percent is not very much. Therefore, in the final analysis, given a strong or weak witness, it probably does not matter whether a close-up, medium, or long shot is used to videotape testimony. Due to some limitations with the present study, this recommendation is offered cautiously.

ATTITUDE CHANGE FROM FOREWARNING -- ITS RELATIONSHIP TO THE LISTENER'S CHOICE, AND THE LISTENER'S PRIOR ATTITUDE TOWARD THE TOPIC
Order No. 7927540

NUNN, Clifford Wayne, Ph.D. The Louisiana State University and Agricultural and Mechanical College, 1979. 145pp.
Supervisor: Professor J. Donald Ragsdale

The present study seeks primarily to resolve a conflict in the literature regarding the cause of precommunication attitude change. One group of researchers favor a dissonance theory explanation for the shift arguing that attitudes change because listeners seek to relieve stress or dissonance in their minds caused by the knowledge that there exists an attitude toward a topic that is different from their own. Another theory maintains that the attitude shift occurs because listeners take a "wait and see" attitude in preparation for a speech.

Using a Likert attitude measure 553 students in beginning speech classes were tested on their attitudes toward five target topics. From the results of this pretest, 272 subjects were selected who had moderate attitudes toward the topic of "Should Public Employees be Allowed to Strike?" These students were called individually on the telephone and asked on an appointment basis to participate in a marketing survey for felt tipped pens.

After conducting the survey and giving a free pen, the researcher administered the experimental treatment. One half of the subjects were told they had no choice but to stay for a persuasive speech and an "attitude survey" while the other half were told they did have a choice. Within each of these groups, one-half of the subjects were told that the speech by a credible speaker advocated the right of public employees to strike while the other half of the subjects were told that the speaker advocated the opposite view. They were asked to fill out a short attitude survey before they heard the speech.

A similar method was used to gather data on a public smoking issue. Subjects were debriefed on the purpose of the experiment.

The test of which theory was more correct involved two factors; the direction of attitude change and the effect of subject choice. Dissonance theory predicts attitudes will move toward the position of the speaker, while moderation theory predicts the attitudes will move toward the middle of the scale regardless of the position advocated by the speaker. Concerning subject choice, dissonance theory clearly predicts that if a subject is given a choice, the attitude change will be greater than if the subject is not given a choice.

In general, all attitudes moved in the direction of being in favor of the right of public employees to strike. This was a general trend regardless of choice or speaker position. Most of the poor results may perhaps be explained by events that took place in Baton Rouge, Louisiana, during the time the experiment was being conducted. Public school teachers went on strike and this strike seemed to influence attitudes more than the treatments given to the subjects.

The smoking in public issue data does not seem to statistically support the dissonance explanation of precommunication attitude change. The direction of the attitude changes of all of the treatment groups does seem to support this explanation.

In summary, there are few areas of statistical significance in the experimental data, and the data do not permit sharp conclusions to be drawn. The primary support for the dissonance explanation comes from the directions in which all the means seem to move. The evidence of a choice main effect seems weaker still. Studies of other explanations of the forewarning effect are needed.

NEGOTIATIONS BETWEEN THE COMMUNITY COLLEGE OF ALLEGHENY COUNTY AND THE AMERICAN FEDERATION OF TEACHERS LOCAL 2067: A CASE STUDY IN THE RHETORIC OF COLLECTIVE BARGAINING IN HIGHER EDUCATION
Order No. 7924676

O'TOOLE, Rodger Kenneth, Ph.D. University of Pittsburgh, 1979. 210pp.

There were some major changes that took place in the field of public employment in recent years. President Kennedy issued, in 1962, Executive Order 10988 which gave federal employees limited rights to organize and bargain collectively. The Pennsylvania General Assembly, in 1970, passed Act 195 which granted public employees the right to organize and bargain collectively. The faculty of the Community College of Allegheny County, in the Fall of 1971, chose the American Federation of Teachers as its representative, and entered into its first bargaining agreement with the College in October, 1972.

Since collective bargaining is a relatively new phenomenon in higher education, the focus of this study is to analyze the second round of negotiations between the Community College and the Federation of Teachers. The study focuses specifically on the role of rhetoric in collective bargaining. In addition, the study analyzes some of the aspects of collective bargaining that are unique to higher education.

The three major issues in the 1974 negotiations were displacement, workload and salary. This dissertation analyzes the role that rhetoric and argumentation played in reaching an agreement on the three key issues.

The results of this study demonstrate that rhetoric and argumentation can play an important role in collective bargaining in higher education. First of all, the Federation's argument over displacement was able to convince the College that displacement was a Federation priority. This led to the satisfactory resolution of this issue in the informal sessions. Secondly, although it was a third party that engineered a compromise on the workload issue, argumentation still played an important role with this issue. The arguments over workload brought the parties to an impasse on this issue, but it brought them to this point with a clear understanding of each

other's position and the rationale behind it. This was the important function of argumentation with this issue. Thirdly, this study found that the salary issue does not engender much argument. The resolution of the salary issue is often dependent upon the successful negotiation of other key issues. Thus, the role of argument was limited with this issue. Finally, this study found that the ethical appeal of the chief negotiator becomes an important persuasive element in the later stages of negotiations. The pressures of time do not permit lengthy discussion of the key issues. Instead the credibility or ethical appeal of the chief negotiator becomes the critical persuasive factor.

There are a few conclusions or implications that can be drawn about collective bargaining for educators from this dissertation. First of all, it appears that as a result of collective bargaining, faculty in colleges and universities will be thrust into the public arena where the principles and concepts the faculty espouse and support will be carefully and critically examined. Secondly, faculty will find themselves in the political arena as well. Endorsing and campaigning for various candidates will be a standard role for many faculty. Thirdly, a central issue for negotiations in education in the near future will be governance or the concept of shared authority. Faculty in higher education will press for a joint voice in areas like class size, workload, campus committees, etc. Finally, the relationship between faculty and administration, in the early stages of unionization, is likely to be strained. This is not unnatural because the collective bargaining experience poses a new relationship for the administration and faculty. It will take a period of time for the parties to mature so they can learn to live and get along with each other in the new environment.

COMMUNICATION INFLUENCES ON SELECTED SUBSTANCE ABUSE BEHAVIOR IN MEXICO CITY

Order No. 7917775

ROTA, Josep, Ph.D. Michigan State University, 1978. 278pp.

The purpose of this dissertation is to submit to empirical test Linear Force Aggregation Theory in two different areas of substance abuse. The dependent variables are attitudes and behaviors toward alcohol and marijuana.

The central postulate of the theory proposes that any given attitude or behavior is determined by the simple linear aggregation of all the information and influence an individual perceives to have received from all external forces of communication that reach him or her with messages relevant to the attitude for behavior. Thus, each message if construed as an incoming force that pulls the attitude or behavior with some intensity and in some specific direction, although the end result will not depend on one single message or source but rather on the aggregation of all incoming forces. Messages can procede from the definers (what others say), either interpersonally or via media, or from models (the exemplary messages represented by what others do).

Given the dependent substances, the set of relevant sources of communication for the population we studied was ascertained in an exploratory study done before the final survey. Thirteen sources were obtained, including five mass media definers (television, radio, popular songs, newspapers and magazines), five interpersonal definers (parents, siblings, other relatives, friends at school and friends outside of school), and three sources of exempiary messages (father, mother, and friends).

Theoretically, it was hypothesized that the "aggregated message intake" from (a) each set of sources of communication and (b) from all sources combined would positively correlate with the respondents' attitude and behavior toward alcohol and marijuana. Differences between sets of sources were also predicted.

Generally, practically all our research hypotheses were supported by the data, although the coefficient of multiple correlation were, for the most part, lower than expected on the basis of what the theory claims and of previous tests of the theory. The coefficient ranged between .069 and .548. The result led us to conclude that this study provides only moderate support for the theory as developed so far and that an attenuation of the claim made by its principle populate (i.e., that attitudes and behaviors are determined by the aggregation of the information an individual has received from all relevant sources of communication) should be considered.

The comparison of the various sets of communication sources clearly indicates that the main correlate of the dependent attitudes and behaviors is the exemplary messages of some significant others (i.e., what the respondents perceive that others are doing). Mass media and interpersonal definers make only marginal contributions of the total variance explained in the dependent measures.

THE DEVELOPMENT OF INSTRUCTIONAL OBJECTIVES FOR THE COMMUNICATION TRAINING OF STAFF NURSES

Order No. 7920228

TOTUSEK, Patricia Hankerson Franzolino, Ph.D. The University of Texas at Austin, 1979. 234pp. Supervisor: Larry Browning

This study demonstrated the usefulness of instructional objectives in the design of instructional activities, and identified the need to develop instructional objectives for planning communication training for staff nurses. A method for formulating objectives was selected which identified the communication needs of staff nurses by combining pedagogy and theory formulated from field research.

The communication skills helpful to staff nurses were first identified by reviewing existing literature concerning the nurse's communication environment. Models of nurse-patient, nurse-doctor, nurse-nursing personnel, and nurse-family communication activities were developed, by describing the role expectations associated with such interactions. A total of 91 instructional objectives were suggested on the basis of situational variables described in the communication models.

The comprehensiveness and reliability of the models and instructional objectives developed from the literature review, were assessed by using observation and interview techniques to examine the communication behavior of nurses in hospital units. The constant comparative method was used to develop models of the communication behavior of staff nurses, by systematically assigning observation and interview datum to previously developed or new instructional objectives, and describing the various subtopics of the objectives identified. Support was found for 85 of the instructional objectives developed from the literature review, and 27 new objectives were identified on the basis of data generated by the field research.

The preferences nurses have for communication instruction were assessed by asking nurses to indicate which of the instructional objectives developed from the literature and field research they would be interested in learning more about. The nurses were found to be interested in receiving instruction related to all the communication topics, and were most interested in topics related to nurse-doctor and nurse-nursing personnel interactions. In general, instructional preferences were not related to the nurse's nursing position, years of experience, or the hospital in which the nurse worked.

THE COGNITIVE STRUCTURE/COGNITIVE RESPONSE MODEL OF COMMUNICATION IMPACT: AN EXPERIMENTAL VALIDATION

Order No. 7922359

TOY, Daniel Robert, Ph.D. The Pennsylvania State University, 1979. 472pp. Adviser: Jerry C. Olson

Understanding and measuring the impact of persuasive communications is a subject that has received considerable attention by a broad spectrum of both academic researchers and public policy personnel. Although hundreds of studies have attempted to model and monitor the effects of persuasive communications, little is really known about how people cognitively react to new and possibly discrepant information.

The lack of a clear understanding of the communication process can be attributed to the absence of a process-oriented research program. In contrast to many of the previous "black-box" communication models are two recent streams of communication research that embody an information processing perspective. The purpose of this study was to combine these two perspectives (broadly classified as cognitive structure and cognitive response models) into an integrated communication model and then to validate this model using experimental data.

The cognitive structure/cognitive response model developed in this thesis postulates that a variety of situational and psychological factors impinge on the belief encoding process. However, only three factors (constructs) were selected for analysis in this research. The three constructs selected were cognitive structure, cognitive response, and ego-involvement. It was hypothesized that pre-communication structure variables and ego-involvement (with the object of the communication) would influence message-induced spontaneous thought behavior. It was further hypothesized that specific types of cognitive response would affect the magnitude and evaluative direction of post-communication beliefs and attitudes, as well as mediate belief and attitude change.

The test of these hypotheses involved a two-stage, longitudinal experiment. In the first stage, subjects were asked to complete an extensive questionnaire concerning their beliefs, attitudes, and behavioral intentions toward specific brands of bread, product use, ego-involvement with bread, and self-confidence. (Bread was selected as the product/object of the communication after extensive pretesting indicated it satisfied certain a priori criteria.) After a two-week period, the second stage of the experiment was administered to the subjects. This stage included exposure to a persuasive communication and the elicitation of spontaneous thoughts concerning the message. Immediately after the thought-listing protocol, subjects completed a second questionnaire. This questionnaire included measures of beliefs, attitudes, and behavioral intentions for specific brands of bread as well as measures of attributional tendencies, self-confidence, and affective reactions to the experimental message. The experiment thus consisted of measures of pre- and post-communication cognitive structure, cognitive response, and other psychological factors that were hypothesized to mediate either response behavior or belief change.

The results of the experiment indicated the following. First, that pre-communication beliefs are related to spontaneous thought activity. As hypothesized, cognitive response behavior is related to the discrepancy between pre-communication belief strength and the "belief strength" associated with statements in the persuasive communication. Specifically, if the difference between pre-communication belief strength and the belief strength as stated in the experimental message was large, more counterarguments were elicited. Alternatively, if the difference was small, more support arguments were evidenced. Second, it was determined that the degree of ego-involvement with the object of the communication affects cognitive response behavior. That is, individuals who were more highly ego-involved with bread responded with more cognitive thoughts than those individuals less highly involved. Third, the results supported earlier research findings that cognitive response behavior does affect certain post-communication elements of cognitive structure. For instance, counterargument was negatively correlated with the evaluative direction and magnitude of specific (proximal) beliefs and attitudes while support argument was positively related to these structure measures. Finally, although the evidence was not conclusive, it was found that cognitive response activity affects changes in pre-minus post-communication beliefs and attitudes.

In sum, this research illustrates the potential of the cognitive structure/cognitive response model as an effective tool for monitoring and understanding the impact of persuasive communications.

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